

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1291
Introduction Date: 6/27/18
Enactment No.: 18-1098
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fremont High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fremont High School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Co-Principals: Rosemary McAtee & Tom Skjervheim
Date of this revision: 5/14/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Rosemary McAtee	Position: Co-Principal
Address: 4610 Foothill Blvd. Oakland, CA 94601	Telephone: 510-434-5257 Email: rosemary.mcatee@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fremont High School

Site Number: 302

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/30/18

- The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

<u>Rosemary Rivera</u> Name of School Co-Principal	<u>[Signature]</u> Signature	<u>5/30/18</u> Date
<u>Bill Delucchi</u> Name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/30/18</u> Date
<u>Preston Thomas, Network Superintendent</u>	<u>[Signature]</u> Signature	<u>5/30/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/5/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Fremont High School**Site Number:** 302

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/2018	School Site Council	SSC reviewed 2018-19 big rocks and made recommendations to adjust goals.
2/18/2018	School Site Council	SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures.
2/29/2018	School Site Council	SSC/parent leaders will meet to reveiw and approve teacher/administration actions that will push the identified goals.
3/14/2018	Leadership Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/26/2018	School Site Council	Shared rationale and overview of site plan.
3/29/2018	Pathway Leads	Reviewing data and articulating strategies based on the school goal aligment that was done in Leadership Team.
5/30/18	School Site Council	SPSA Approval

2018-2019 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$250,800.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$592,670.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$893,470.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$191,486.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,709.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$214,731.00	TBD
TOTAL:	\$410,926.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Fremont High School

School ID: 302

School Description

Fremont's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills so that our students are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service.

School Mission and Vision

School Mission:

Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.

School Vision:

Our school is a safe and welcoming place where all students, families, and teachers want to be, feel their needs are met and their voices are heard. Our students will graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.

Family & Student Engagement

SCHOOL DATA SLIDES

[Fremont Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	~ Increased graduation rate by 9% ~100% of students participated in a pathway	~The 2015-16 graduation 4-year cohort rate is below the district rate:: 44.9%< 60.8%. ~The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%.	~ Continue monitoring students through advisory, small learning community, and student led conferences. ~Credit recovery options built into the schedule
On Track to Graduate (11th Grade)	~ 34% of juniors are on track to graduate.	~66% of our juniors are off track	~Continue monitoring students through advisory, small learning community, and student led conferences. ~Send home progress reports throuout the year
A-G Completion	~37% of seniors have completed A- G requirements	~ 62% of seniors still need to meet A-G requirements	~Offer credit recovery options when students fail a class. ~Advisory leads check in meetings ~Scheduled time for student-led conferences

SBAC ELA	~32% of student nearly met the ELA Standards	53% of students didn't meet ELA standards	<p>~100% of students will participate in text-based Academic Discussion protocols in every subject area once a week.</p> <p>~100% of student talk and tasks emphasize the use of critical thinking, moving from "within the text" comprehension to questions of greater complexity and require attention to craft and structure ("about the text").</p> <p>~Pilot a reading intervention model for 9th grade students using STARI, LLI, and small group instruction.</p>
SBAC Math	~20% of students met Math standards	~ 80% of students haven't met the Math standard.	<p>~Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses.</p> <p>~Teachers will participate in Professional Learning Communities in order to analyze data, improve math instruction and increase academic talk in the math content area as aligned with CCSS .</p> <p>~Increase student mathematical literacy by training teachers on effective strategies: Three Reads, Number Talks, and Academic Discussion.</p> <p>~Engage in Lesson Study cycles</p> <p>~Develop and/or select common assessments (curriculum embedded, district-developed or site-developed interims, etc.) to analyze at multiple points in the year</p>
AP Pass Rate/Dual Enrollment Pass Rate	~19% of student passed AP classes ~85% of students passed with a C or better in Dual Enrollment Classes.	~5% of students failed their AP class. ~ 2% failed Dual Enrollment courses.	~Continue to strengthen dual enrollment sequence with the addition of a fieldwork courses.
Pathway Participation/CTE Enrollment*	~100% of 10th - 12th graders participated in a pathway.	~Chronic attendance is clearly an issue throuout the pathways.	~Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.

English Learner Progress	~ 6 students were reclassified	~130 long term English Learners continue to be in the flat. Unable to meet the reclassification criteria.	<p>~Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.</p> <p>~English learners produce language that communicates ideas and reasoning, even when that language is imperfect. They take advantage of available language supports and resources: peer support, sentence frames, multiple choice oral responses, visual representation, graphic organizers, home language, cognates, etc.</p> <p>~Ensure ELLs have full access to A-G credit-bearing classes.</p> <p>~Ensure ELLs have the opportunity to enroll in a Linked Learning Pathway.</p>
Suspension Rate	~ There's a decline from 232 incidents in 2016-17 to 76 incidents in 2017-18.	~ 76 of the suspension incidents continue to live under Violence.	<p>~Reduce suspension rate by 20 %.</p> <p>~All teachers & support staff will be trained in and able to utilize restorative practices.</p> <p>~Focus on Community building and The Fremont Way in advisory.</p>

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	4-year cohort grad rate: 65% (district avg in 2015-16); Senior graduation rate: 90%	Goal 1: Graduates are college and career ready	All Students	50.3% (2015-16)	70.3%	80.3%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
On Track to Graduate (11th Grade)	75% of 11th graders on-track to graduation	Goal 1: Graduates are college and career ready	All Students	37.9%	47.0%	56.0%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
A-G Completion	60% of seniors are a-g eligible	Goal 1: Graduates are college and career ready	All Students	23.5%	32.0%	42.0%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
SBAC ELA	35% of students met or exceeded ELA standard	Goal 2: Students are proficient in state academic standards	All Students	15.5%	20.0%	25.0%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

SBAC Math	20% of students met or exceeded math standard	Goal 2: Students are proficient in state academic standards	All Students	2.8%	5.0%	10.0%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
AP Pass Rate	25% of students pass an AP exam with a 3 or better	Goal 2: Students are proficient in state academic standards	All Students	2.9%	8.5%	13.5%	
Dual Enrollment Pass Rate	95% of students enrolled pass a dual-enrollment course		All Students	86.8%	89.0%	91.0%	
Pathway Participation/ CTE Enrollment*	100% of students enrolled in a pathway		All Students	96.5%	97.5%	98.5%	
English Learner Progress	70% of students are reclassified by the 12th grade	Goal 4: English learners are reaching English fluency	All Students	38.2%	46.0%	54.0%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
Suspension Rate	5% of students are suspended	Goal 5: Students are engaged in school everyday	All Students	16.6%	13.5%	10.5%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

School: Fremont High School

School ID: 302

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: Not at all

3: Mostly

2: Somewhat

4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	<p>2: Somewhat</p>	<p>I have heard this communicated once.</p> <p>School decisions are not being made with the growth of pathways in mind. Hiring decisions are not made based on pathway needs, revisiting of vision and mission priorities are not reflected in budget decisions. For example: moving 10 teaching positions into Measure N will completely decimate our summer internship program and make our school-year internship program impossible -endangering the career ready portion of our mission and vision. . As well as endanger other pathway initiatives that have increased retention as well as A-G readiness.</p> <p>Much focus this year and next has been on 9th and 10th grade interventions and our Newcomer program, which has competed for the attention on pathways as the central strategy for school improvement. That being said, much trust has been placed in the academy and its directors to push those pathway agendas as they support schoolwide improvement. It's really a question of budget priorities and oftentimes I feel that this is out of our site administrator's control. We are all at the mercy of the district.</p> <p>Most if not all leaders at the school is focus on making sure the school vision and mission is the main focus. Everything we do in term of support and planning address the outcome we strive for.</p> <p>Allow SLC opportunity and support to have structured discussion around pathway vision</p> <p>Time is in the master schedule for collab this year, it will be moved to pd time next year, time is made for the required conferences and for CAPAAR and EOP report completion</p>	<p>Constant reiteration. At the forefront of all SLC's, all staff meetings, all PD. We need more verbal reminders and less written notification on meeting agendas.</p> <p>Look at alternatives, meet with all pathway leaders with complete transparency in one space prior to making decisions that are not in line with the vision and mission of the school.</p> <p>Stop thinking of equal and equitable as the same thing when talking about different pathway's ideas for intervention, culture building, student engagement in academy-cohorted classes.</p> <p>Because our pathways are so different, some of those ideas for intervention/engagement/culture-building should have room to be different.</p> <p>Continuing to explore and be creative in coming up with techniques on supporting the outcomes. Develop leadership within each pathway beyond the person who is currently in the position</p> <p>Increase time attending culminating project performances, increase time visiting the CTE classes and projects, during the day and weeks, refer to the vision of career education and the vision of dovetailing the other small learning communities into the vision of pathways</p>
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	<p>3: Mostly</p>	<p>I think school leaders have so many priorities to keep in mind</p> <p>I believe we have room for growth and I believe we can utilize staff's strengths to come up with creative ways to support the outcome of our mission and vision.</p> <p>Pathway meetings center around the various parts of the rubric</p>	<p>Repetition.</p> <p>Not sure; the issues student support and academics are discussed and debated consistently but often feel like we're going in circles with little progress</p> <p>Again, we are a school with several small learning communities, 2 of which are not pathways so the leaders in those communities seem to be unclear what our pathway vision is, it would be great to set up shared conversations around the rubric -- the rationale for the conditions required by the rubric and our success and struggles meeting those conditions and the resulting benefit to student outcomes</p>

<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	<p>2: Somewhat</p>	<p>I believe that teacher demands and preferences are put above the needs of the pathway. The pathway being the students.</p> <p>School leaders have supported our academy's PD requests for design thinking workshops as well as building our program to include TWO UCCI courses and multiple Dual Enrollment courses.</p> <p>In our SLC, our leaders facilitate the goals and drive the direction of the collaboration time.</p> <p>Culminating projects, shared units, vertical alignment are all a work in progress, facilitation by the leaders of the sharing and observation of this work would highlight for the school community and the families and community the pathway engine, we are trying to do this, but transitions, crises (budget and enrollment and staffing issues) still push the sharing and observing aside. One pathway area that has seen tremendous progress and support is the growth of internship opportunity to our students, and the stip sub decision has improved the rate of job shadow and grad school visits, and the support of AP with a built in study seminar has increased the number of young people of color being motivated to be literate at a grade level and to be college ready. Further, the alignment/articulation with community colleges is stronger and improving. And the on track to graduate is strengthened by the commitment to the 7 period day.</p>	<p>Stop letting teachers hold the process hostage. This school has three pathways I am pretty sure that every teacher who accepted a position on this campus was made aware of this. I think that as a staff we should do a better job of explaining what pathways are so that everyone is clear.</p> <p>Continue supporting our academy's successes with vertical alignment in English/CTE classes in 11th grade for next year.</p> <p>Create opportunities for other team members to take on more tasks and lead different sections and take on particular responsibilities. Taking advantage of staff's talent and capacity.</p> <p>Increase teacher retention; bring on teachers who are willing to be a "change leader" for the pathway</p>
<p>School Leadership & Vision Goal for 2018-19:</p>		<p>Increase communication and distributed leadership across small learning communities (SLC's) and departments among staff, while developing comprehensive understanding for all stakeholders of the school's pathways, post-secondary supports, and opportunities students will have as result of their education at Fremont High School.</p>	

<p>2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE</p>	<p>Current Score</p>	<p>Justification</p>	<p>Areas of Growth</p>
<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	<p>2: Somewhat</p>	<p>Counselors and admin team are mostly unaware of Pathway structure and CPA requirements. Reticence amongst staff to work within the structure and plan accordingly.</p> <p>Our academy collaboration meetings are regularly attended by our case manager, counselor and Pathway Coach.</p> <p>In some ways we are, such as connecting with our counselors. Our counselors are much more involved now to the academy students' support, and our team is much more aware of the work they are accomplishing with our students. In regards to SPED, admin and even EL team, there are very little communication in spreading strategy to better support particular groups of students.</p> <p>Not much input or support during pathway collaboration from SpEd or newcomer programs</p> <p>The admission of EL to the Law Academy increased bi-lingual internship opportunities and motivation, a real problem is the way records are tagged -- we have a very hard time counting all our students as neither sped nor Newcomers are in our rosters when we ask for rosters for honor roll and for trips to job places</p>	<p>Counselors and admin team need to take the time to actually learn CPA requirements and to come to shared understanding with pathway directors as to what the must-do's/must-have's are.</p> <p>To the best of ability, keep our team consistent for next year.</p> <p>Sharing best practice, allocate more time for support staff to meet with pathway teams and actually work with teachers in support of students.</p>
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	<p>2: Somewhat</p>	<p>Haven't seen this much in leadership meetings</p> <p>Not sure of my measurement here, as some of these acronyms are foreign to me.</p> <p>Each group seems to be approaching their goals separately</p>	<p>Bring Jerry Winthrop down to speak to admin, SLC's and all stakeholders.</p>

<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	<p>There has been much improvement this year versus last year in terms of including the teacher stakeholders (through SLC and department meetings), but I have not seen as much evidence of that for the other stakeholders. That being said, I might just be unaware!</p> <p>I believe there are a lot of decision-making structures and processes are unclear to all stakeholders. I believe a lot of teachers are unclear about how decisions.</p> <p>Flow chart</p>	
<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	<p>Not all of our students are cohorted, our teachers are able to collaborate effectively because master schedule allows for it, resources are equitably distributed (but there's not that much in general to distribute) and facility assignments do support purpose.</p>	Include updates on these topics in the weekly staff newsletter
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	<p>The 9th grade wheel class supports student equity of access to programs of their choice. The established collaboration period for our academy allows for the planning time we need to create/work on our interventions for our academy students. Our Pathway Coach is a HUGE piece of that support. He is absolutely indispensable.</p> <p>Unclear to me how these decisions are made about who gets into which program</p>	<p>I think that we need address bias first before we can ask people to address equity.</p> <p>Many youth still don't think that they have full choice/buy-in to the academy they are in. Many dip into activities that other academies facilitate based on their interest, which makes it inequitable to their peers, as that's not possible to accommodate for all students.</p>
<p>Systems & Structures Goal for 2018-19:</p>		<p>All students (9th grade, Newcomers, Special education, in addition to students in the Media and Architecture pathways) will develop relevant career-technical skills and academic skills (literacy, numeracy) to graduate ready for rigorous college academics and career apprenticeships.</p>	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Hire CTE teacher for Media Academy to teach Media CTE sequence; collaborating with core academic teachers around integrated projects	All Pathways	All Students	Measure N	\$73,147.46	1105	TCHR110064	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	Measure N	\$88,422.25	1105	NH0-328	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Architecture Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	Measure N	\$35,368.90	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
0.675 FTE Co-Principal -- Hire a dedicated administrator to manage the consolidation of the Mandela Pathway, oversee multiple pathways (Architecture and Media Pathways), while also working intensively with the 9th grade house, the NEST and SPED Programs to ensure students furthest from the sphere of success receive rigorous instruction that prepares them to engage with rigorous CTE/pathway content and have equitable access to pathway experiences once they matriculate into the pathway programs.	Whole School	All Students	Measure N	\$128,066.57	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support

0.325 FTE Co-Principal -- Hire a dedicated administrator to manage the consolidation of the Mandela Pathway, oversee multiple pathways (Architecture and Media Pathways), while also working intensively with the 9th grade house, the NEST and SPED Programs to ensure students furthest from the sphere of success receive rigorous instruction that prepares them to engage with rigorous CTE/pathway content and have equitable access to pathway experiences once they matriculate into the pathway programs.	Whole School	All Students	General Purpose Discretionary	\$61,661.68	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support
Hire a pathway coach to support restructuring of pathways and lead effective pathway SLCs	All Pathways	All Students	Measure N	\$71,594.26	1305	CCCPWS9999	Building the Conditions	A1.1 Pathway Programs
Provide Architecture Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Pathways	All Students	California Partnership Academy	\$17,492.62	1122	TCHR110054	Building the Conditions	A1.1 Pathway Programs
Provide Media Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Pathways	All Students	California Partnership Academy	\$18,823.89	1122	TCHR110062	Building the Conditions	A1.1 Pathway Programs
PE Attendant to supervise during PE classes and passing periods of ensure student safety and adherence to climate & culture expectations	Whole School	All Students	General Purpose Discretionary	\$40,447.10	2205	PEATTN0023	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
PE Attendant to supervise during PE classes and passing periods of ensure student safety and adherence to climate & culture expectations	Whole School	All Students	General Purpose Discretionary	\$38,802.85	2205	PEATTN0024	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
1.0 FTE bilingual clerk to support parent and student engagement as well as communication in student/family home language	Whole School	English Learners	General Purpose Discretionary	\$48,955.77	2205	CLKBIL0043	Building the Conditions	A6.4 Parent/Guardian Volunteer Support
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	LCFF Supplemental	\$17,684.45	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
1.0 TSA to serve as coordinator of NEST program	Whole School	English Learners	Title I: Basic	\$120,233.17	1105	T11TSA0211	Building the Conditions	A4.1 English Learner Reclassification
WASC Yearly Membership Fee	Whole School	All Students	General Purpose Discretionary	\$1,000.00	5300		Building the Conditions	A2.9 Targeted School Improvement Support
Funds to mail report cards at each marking period and semester	Whole School	All Students	General Purpose Discretionary	\$5,000.00	5724		Building the Conditions	A6.4 Parent/Guardian Volunteer Support
Surplus			LCFF Supplemental	\$979.25	4399			n/a
Surplus			LCFF Concentration	\$662.41	4399			n/a
Surplus			Title I: Basic	\$19,840.87	4399			n/a
Surplus			Title I: Parent Participation	\$4,709.43	4399			n/a
Surplus			California Partnership Academy	\$98,629.49	4399			n/a
Equipment Maintenance Agreement	Whole School	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A2.3 Standards-Aligned Learning Materials

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Lesson study cycles in department times - focus on language for learning indicators; 2) Instructional coaches with release time for each department to support new teachers and lead and facilitate lesson study; 3) 9th grade academic literacy built into 9th grade "wheel" elective to introduce students to the school's pathways; 4) LLI pilot for Resource students - ITL trains and supports RSP teachers to lead small group, leveled, literacy instruction; 5) Systematic implementation of SRI assessments - fall, mid-year, and spring	Partially Implemented	Somewhat Effective	1 & 2) TBD - currently in middle of second lesson study cycle; 3) Largest number and percentage of students who have grown between fall and mid-year SRI occurred in 9th grade; 4) TBD - pilot began at the start of the second semester, resource students have been assessed through F & P; half-time resource teacher lost due to credential issues, other resource teachers caseload impacted and less time dedicated to literacy efforts; 5) Completion rates for fall and mid-year SRI assessment improved by 6% each when compared to 2016-17

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Of students currently not reading at grade level, 75% will grow by two or more grade levels.	All Students	67%	77%	77%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
Common Core	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week. (CCSS S&L: 1, 4, 6)	All Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

THEORY OF ACTION

Theory of Action	If we invest in 9th grade reading intervention and adopt a schoolwide literacy strategy that will be incorporated throughout all subject matters then of students currently not reading at grade level, 75% will grow by two or more grade levels.
How are you supporting English Language Learners?	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week.
How are you building conditions for students and adult learning?	~100% teachers participate in inquiry cycles and classroom observations. ~Teacher coaches dedicated to departments for content support. ~Schoolwide focus on literacy and student supports. ~Schoolwide focus on advisory and student led conferences to ensure student success.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	1/29 SSC reviewed 2018-19 big rocks and made recommendations to adjust goals. 2/18 SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures. 2/29 SSC/parent leaders will meet to review and approve teacher/administration actions that will push the identified goals.	3/14 Single Plan for Student Achievement (SPSA) - review data for current Big Rocks to determine SPSA for 2018-19 Budget Development - align 2018-19 one-pager with SPSA, MS Priorities, and projections to determine staffing and program needs		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Literacy Acceleration- Stip Sub to provide small group instruction to 9th graders reading far below grade level.	Low-Performing Students	Title I: Basic	\$51,411.54	1105	NH0-477	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Inquiry Cycles Teacher Observations-STIP Sub	Low-Performing Students	LCFF Supplemental	\$45,286.40	1105	TCSTIP0478	Rigorous Academics	A3.2 Reading Intervention
1.0 Teacher FTE for 9th grade intervention class for 9th graders reading far below grade level. Funded Centrally	Low-Performing Students	Central Resources	\$84,745.00	1105	TBD	Rigorous Academics	A3.2 Reading Intervention
College & Career Pathway field trips	All Students	Measure N	\$10,000.00	5826		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2+		3	Fremont has a clear vision for what each pathway is doing. We need to work on aligning the work to our senior capstone project next year.
Integrated Core	3-		3	We are working on building coursework across classes to build the required skills.
Cohort Scheduling	2		3	Fremont has two pathways that all students are cohorted into.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2		2.5	The capstone project for our seniors is rigorous and demands students to be proficient in a variety of skills. Ensuring that all students starting with 9th grade begin to work towards those demands is our next step.
Collaborative Learning	2		1.5	Next year we seek to push teachers to incorporate collaborative projects.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+		3	Teachers observe others through inquiry cycles. They work together sharing planning and resources in weekly SLCs.
Collaboration Time	2		3	Many teachers have collaborative time throughout the week. Including SLC time that is directed by SLC leads; We will continue to prioritize SLC collaboration and Department time.
Professional Learning	2		2.5	All teachers receive weekly PD including inquiry cycles and teacher observation time.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Grades analysis by departments at key check-points throughout year, particularly after 2nd and 4th marking periods - individual teachers and departments calibrate grading expectations and action steps to improve course pass rates; 2) Lesson study cycles implemented twice through professional development in department teams, with explicit focus on language for learning indicators; 3) Professional development for whole staff and on-going coaching for new teachers focused on Domain 2 of the OETF - Building a Supportive and Challenging Classroom Environment; 4) Whole school calibration and mentorship of current seniors in successfully completing the graduate capstone project and defense	Partially Implemented	Somewhat Effective	1) All departments articulated dept criteria for grading and aligned course grading policies to this criteria at the beginning of the school year; All dept identified action steps to improve D and F grades at the beginning of the 5th marking period; 2) All dept teams have participated in two lesson study cycles focused on language for learning indicators, majority of staff invested in lesson study as an effective strategy for improving overall practice and efforts to support literacy; 3) Efforts to coach new teachers have had highs and lows; particularly not enough coaching capacity sustained to support all new teachers as needed; 4) Despite significant collaboration and support of the senior Capstone project, retention and graduation rates remain static, particularly for most at-risk populations (transfer students, African American, Special Education)

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	MASTERY: 50% of teachers demonstrate mastery in one area of practice (curriculum, instruction, or assessment) as measured by staff developed rubric: Cross-curricular collaboration for 12th grade capstone project, and at least one other integrated (core subject & CTE) project per SLC. ENGLISH LEARNERS: 10% of students are reclassified by the time they leave 12th grade. LITERACY: Of students currently not reading at grade level, 75% will grow by two or more grade levels.	All Students	N/A	N/A		
Graduate Capstone/Culminating Experience	Increase retention rate of seniors in 2018-19 by at least 10% by: - Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Building upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhancing whole community involvement: family and younger grade participation in capstone defenses	All Students	N/A	N/A		

Course Passage Rates	By the end of the 2018-19 school year, at least 41.2 % of students will be on-track, 53.9% of 9th graders, 27.6% of 10th graders, and 39.6% of 11th graders will be on-track to graduation.	All Students	N/A	12th grade meeting A-G: 50% 9th grade meeting A-G: 80%	Whole School: 41.2% 9th: 53.9% 10th: 27.6% 11th: 39.6%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
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THEORY OF ACTION

Theory of Action	If we focus on connecting learning across disciplines, providing additional supports for students most at-risk, and enhancing community involvement across our pathways then we will increase the rates of students in each grade on-track to graduation					
How are you supporting English Language Learners?	ELD continuum built out by NEST (Newcomer) small learning community (SLC) to be shared with other non-ELD teachers to support consistent school-wide effort to improve English development across ELD and ELA courses as well as other content areas; ELD continuum will guide multidisciplinary intergrated curriculum across all content areas, including elective courses; Strategies and best practices to support Long-Term English Learners (LTEL's) shared across department chairs and instructional coaches to make accessible to array of content area teachers					
How are you building conditions for students and adult learning?	<p>Student learning: Enhanced intergration of curriculum across pathway cohorts. Students in Architecture, Media, Newcomer, and 9th grade pathways will all experience one curricular experience across multiple pathway courses at least once in 2018-19. Instruction and academic supports will be scaffolded and differentiated to best meet the need of at-risk populations (African-American, English Language Learners, Special Education) while pushing advanced students (GATE, etc.) to reach their highest potentially. Students will received college credit and advanced coursework through pathway course of study, advanced placement, and dual-enrollment courses. Dual-enrollment courses will build towards apprenticeships and industry certifications.</p> <p>Adult learning: Wednesday PD structured as a collaboration space for all of the SLCs to increase whole-school alignment and participation from teachers, support staff and admin. The time will be used for collaboration on integrated projects, sharing curricular and instructional best practices, learning about PBL and capstone competencies, and reviewing and aligning grades to improve practice. Department collaboration time will be built into the master schedule to structure mentorship, coaching, curricular and classroom organizational support, and aligning within the content area.</p>					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)		Leadership Team (ITL)		Pathway Teams	Department Teams
	Student leaders will give feedback to department, SLC, and leadership teams around curriculum design, personnel committee, and 2018-19 instructional plan; SSC to review and provide revisions to 2018-19 SPSA in April of 2018		Staff focus groups and ILT advised key master schedule related decisions and collaborative/disrbutive leadership structure for 2018-19			Department chairs and instructional coaches recruited in the spring of 2018 to develop instructional leadership team for 2018-19; dept teams consulted regarding instructional program and teaching lines for 2018-19

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Senior Capstone Course - Offer six sections of Capstone course to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring.	African American Students					Rigorous Academics	A1.3 A-G Completion
Smaller class size in cohorted 10th grade world history classes across pathways (in Arch, Media, and NEST) to support explicit development of student writing and progress towards Capstone project competencies and CCSS (0.6 FTE, one additional sections in each pathway)	All Students					Rigorous Academics	A2.7 Class Size Reduction
Texts and materials for Media Academy and Architecture and Construction Academy dual-enrollment courses. Students can take series of courses to earn professional certifications and pre-apprenticeship certifications	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Professional development for integrated curriculum design and feedback (i.e. pathway teams work together to develop at least one grade-level integrated project/unit per pathway and get feedback from collaborative teams, instructional coaches, students, and industry partners)	All Students	Central Resources				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Science teacher		LCFF Supplemental	\$40,065.01	1105	TCHR110046	Rigorous Academics	A1.3 A-G Completion
Mathematics teacher (Newcomer ELD Support Team)		LCFF Supplemental	\$75,359.55	1105	TCHR110053	Rigorous Academics	A4.3 Newcomer Programs
Science teacher		LCFF Supplemental	\$68,348.97	1105	TCHR110061	Rigorous Academics	A1.3 A-G Completion
Mathematics teacher (Newcomer ELD Support Team)		LCFF Supplemental	\$40,228.30	1105	TCHR110075	Rigorous Academics	A4.3 Newcomer Programs
Spanish teacher		LCFF Supplemental	\$80,219.90	1105	TCHR110076	Rigorous Academics	A1.3 A-G Completion
PE Teacher		LCFF Supplemental	\$60,276.14	1105	TCHR110086	Rigorous Academics	A1.3 A-G Completion
Science teacher		LCFF Supplemental	\$65,378.72	1105	TCHR110144	Rigorous Academics	A1.3 A-G Completion
0.6 FTE for Art Teacher		LCFF Supplemental	\$46,675.15	1105	TCHR110161	Rigorous Academics	A1.3 A-G Completion
0.4 FTE for Art Teacher		Central Resources	\$31,116.00	1105	TCHR110161	Rigorous Academics	A1.3 A-G Completion
Mathematics teacher (Newcomer ELD Support Team)		LCFF Concentration	\$34,268.56	1105	TCHR110075	Rigorous Academics	A4.3 Newcomer Programs
PE Teacher		LCFF Concentration	\$15,069.03	1105	TCHR110086	Rigorous Academics	A1.3 A-G Completion

0.8 FTE Teacher - Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses.	English Learners	Measure N	\$75,820.25	1105	TCHR110058	Rigorous Academics	A4.3 Newcomer Programs
Testing: Advanced Placement testing fees for low-income students.	Low-Income Students	General Purpose Discretionary	\$6,000.00	5875		Rigorous Academics	A1.3 A-G Completion
Teacher salary stipends		LCFF Supplemental	\$21,052.29	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Supplies		General Purpose Discretionary	\$101,295.90	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Supplies		Measure N	\$1,935.10	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
ELD teachers work to draft language development continuum to best support our English language learners across all content areas. Recently immigrated ELL's and long-term ELL's will be supported across other core content area classes (in addition to their ELD and ELA classes) after teachers collaborate together around supporting the English language development continuum in lessons, units, and projects	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
Department teams receive dedicated collaboration period (in addition to prep period) to meet twice per week to collaborate as a department around analysis of course grades and needed revisions to department-wide grading practices and interventions; Department teams will also engage in peer observation and cycles of inquiry through lesson study - teachers will have dedicated time in their schedule to plan together, observe one another, provide feedback, and discuss department-wide lessons and pedagogy.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS

<p>10th grade world history teachers, 9-12th grade ELA teachers, senior Capstone teachers, and other content-area teachers collaborate to vertically align instruction, assignments, and to calibrate around student work products for all reading, writing, and research competencies aligned to the senior Capstone project. Vertical alignment will include pulling apart of rubrics and alignment to ELA Common Core State Standards for each aspect of the Senior Capstone project. Upon graduation all students are expected to demonstrate mastery of the capstone competencies through their senior project and defense. Vertical alignment will help ensure that all students have multiple opportunities to practice desired skills and get feedback from teachers and peers numerous times over the course of their 9th-12th grade education. Vertical alignment and multiple opportunities to develop skills will allow all students (including Special Ed, ELL, and historically under-performing students) to demonstrate proficiency in senior Capstone project and CCSS.</p>	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
<p>Coordinate with resource teachers, SDC teachers, counselors, and core academic teachers to ensure all Special Education students are supported through master schedule, push-in, and pull-out supports to ensure all students remain on-track to graduation, are being pushed to their highest possible levels of achievement through intervention and IEP support plans.</p>	Students with Disabilities					Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)
<p>Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment and advanced placement options; develop honors courses for 2019-2020 school year for 9th and 10th grade students to prepare them for success in AP courses and for more successful pass rate; GATE students should be able to graduate from Fremont with multiple college credits and college academic preparation through dual enrollment and advanced placement.</p>	All Students					Rigorous Academics	A1.3 A-G Completion
<p>Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, advisors, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.</p>	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2		2.5	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	2+		2.5	Advisory has been able to supplement the curricular work primarily held in CTE; next year will be in a better position to integrate with core academic disciplines via a better articulated set of pathway student learning outcomes.
Pathway Evaluation	2		1	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Continuing to build and develop many industry and community partnerships for all areas of the WBL continuum. Variety of guest speakers, industry tours, career fairs, and job shadows, primarily through the CTE teachers. A handful of students in school-year internships. Continued push for summer 2018 internships to maintain the 20 students per pathway target from summer 2017, via a site WBL team consisting of school, pathway and teacher leaders and staff. Survey of 11th grade career interests, resume writing and interview skills curricula in CTE and advisory, and site-based mock interview day and career fair in May. Ongoing counseling, application and interview support, and placement of students with teachers from all pathways participating.	Partially Implemented	Somewhat Effective	While there are a variety of experiences in each grade level, they are not necessarily sequenced. The site WBL workload as a whole is an addition to the plates of many of the school and teacher/staff leaders, so time and capacity has been a challenge.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Students in special education and newcomers will be supported to investigate possible careers into their college and career plans	Students with Disabilities and ELs	N/A	100%	100%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

Career Exploration	Students who do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals	Low-Performing Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
Career Preparation	Senior project will offer students an opportunity to work in a collaborative team, implement rigorous research and developing community awareness. 100% will be given the opportunity to explore internships.	All Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

THEORY OF ACTION

Theory of Action	If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media and Architecture & Design fields through a variety of sequenced activities and opportunities.					
How are you supporting English Language Learners?	Carrying over from the summer 2017 goals, target numbers of newcomer students have been included within the 20 summer interns per pathway (5 per pathway or 15 total). Each pathway has offered sheltered sections of CTE courses to support newcomers, with the CTE teachers receiving training and collaboration from the newcomer team and the central ELLMA office.					
How are you building conditions for students and adult learning?	<p>Student learning: Alumni and industry/community partners as mentors and classroom support. Current students who have held internships presenting to their peers. Incentives and awards recognitions to highlight student participation in WBL activities. Dual-enrollment courses will build towards apprenticeships and industry certifications.</p> <p>Adult learning: SLC provides space to share WBL opportunities, bring in industry partners, and chaperone industry visits. Site WBL team provides a common ground for pathways to come to the table around best practices and coordinating opportunities and placements.</p>					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	1/29 SSC reviewed 2018-19 big rocks and made recommendations to adjust goals. 2/18 SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures. 2/29 SSC/parent leaders will meet to review and approve teacher/administration actions that will push the identified goals.	3/14 Single Plan for Student Achievement (SPSA) - review data for current Big Rocks to determine SPSA for 2018-19 Budget Development - align 2018-19 one-pager with SPSA, MS Priorities, and projections to determine staffing and program needs				

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Summer internship teacher/coordinator for work based learning career preparation and training experiences	All Students	Measure N	\$10,000.00	1120		Work-Based Learning	A1.1 Pathway Programs
Student summer internship stipends for work based learning career preparation and training experiences	Low-Income Students	Measure N	\$19,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Panels and presentations from students who have participated in school-year and summer internships	All Students	Measure N	N/A			Work-Based Learning	A2.2 Social Emotional Learning
CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers	All Students					Work-Based Learning	A1.1 Pathway Programs
Site Mock Interview Day and Career Fair logistics, materials and supplies	All Students	Measure N	N/A			Work-Based Learning	A1.1 Pathway Programs
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Low-Income Students					Work-Based Learning	A5.2 Health and Wellness (Mental & Physical Health)

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2		2.5	
College & Career Plan	2		2.5	

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Student support team established to collectively support Tier 2 and 3 students - includes case managers, admin, counselors, and RJ coordinators who hold support for most at-risk students (foster youth, juvenile justice, homeless, low-income, and traditionally underserved students; African American, Latino males, Special Education); Advisory structure where every student has adult advocate on campus to improve home-school communication, primarily through bi-annual student-led conferences, meet twice weekly to build community, review grades and academic progress, and set and plan towards school year and post-secondary goals; Attendance team meets weekly to address chronically absent students - case managers, office staff, and admin meet to contact home, conduct home visits, and follow through with the SARB/SART process for chronically absent students; Small learning community (SLC) teams meet twice weekly, once focused on academics, and once focused on student support, to identify students that are in danger of not-passing and supports opportunities for off-track students as well as to provide additional enrichment for GATE and on-track students (internships, jobs, summer programs, etc.)</p>	Fully Implemented	Effective	<p>Suspension rate from 2017-18 reduced by half from 2016-17 school year, offering evidence that violence on-campus has been reduced by half or more, since nearly all suspensions are connected to violence on campus - student support team has played large role in preventing and mediating conflict on campus and off; Chronic absence rate is flat when compared to 2016-17 with no large gains in 2017-18; Student supports have had moderate impact on student progress to graduation when compared to 2016-17.</p>

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports?

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as referrals, discipline records, and surveys. ATTENDANCE: By June of 2019, the school-wide chronic absence rate will drop below 16.3% (verify data dashboard attendance rate vs. Aeries)	All Students	N/A	Chronic absence below 16.3%	Chronic absence below 13%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
College Access	Retention rate for senior class improves 10% from 2017 to 2019. 82 of 130 seniors graduated in June of 2017. College & Career Center: 75% of seniors apply for FAFSA; > 60% of seniors apply 4-year college All students 10-12th have exposure to college (visit campus, college fair, guest speakers, etc.)	All Students	63% of seniors graduated	70% of seniors graduated	80% of seniors graduated	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
Differentiated Interventions	Behavior interventions are led by case managers and supported by SLCs (see School Climate and Attendance goals above) - Weekly SLC meeting collaboration dedicated to student attendance and behavior - Roundtables coordinated and facilitated by advisors, attended by SLC teachers, case managers, and family - Attendance support via parent/guardian follow-up and SARB/SART process - 2 Student led conferences coordinated by advisors in collaboration with SLC and SpEd teachers, case managers, counselors and admin	All Students	54% of students had a student-led conference	63% of students had a student-led conference	75% of students had a student-led conference or a home visit	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

THEORY OF ACTION

Theory of Action	If we focus on school-wide climate, building community in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.
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How are you supporting English Language Learners?	Student-led conferences held in student's native language (Spanish, Mam, Arabic, Tongan, etc.) to improve home-school communication; ELL reclassification also a focus area for advisors during conferences with every advisor able to act as an ambassador for reclassification with student and family; College and financial aide options available to all students, regardless of country of origin, native language, and immigration status			
How are you building conditions for students and adult learning?	Students introduced to a culture of advisory and restorative justice in 9th grade through the 9th grade wheel elective and advisory experience; every SLC will have two celebratory school culture assemblies each semester in addition to school-wide celebrations (black history, women's empowerment, etc.); All students and adults on campus know the support staff most closely assigned to their SLC or team and how to access those resources, including the COST process to indentify students in need; Professional development for whole staff provided in trauma-informed and restorative practices and to support development of teachers as advisors.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	SSC to finalize SPSA and student supports	School culture and student support plan	Establish structure for student support in 2018-19	Identify students in need of academic support to succeed in 2018-19

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Intensive case manager - employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	African American Students	Measure N	\$84,530.22	2205	STACOF9999	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
College and Career Readiness specialist	All Students	Central Resources	\$64,837.86	2205	SPCACR0011	Comprehensive Student Supports	A1.3 A-G Completion
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	LCFF Supplemental	\$31,116.00	2205		Comprehensive Student Supports	A1.3 A-G Completion
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	General Purpose Discretionary	\$12,383.70	2205		Comprehensive Student Supports	A1.3 A-G Completion
Surplus to be used for restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	General Purpose Discretionary	\$8,500.00	4399		Comprehensive Student Supports	A1.3 A-G Completion

Attendance Specialist		Central Resources	\$27,822.53	2205	SPECAT0038	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Case Manager (E. Dubois)		Central Resources	\$71,355.77	2205	CSEMGR0007	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CONSULTANTS - Afterschool Program		21st Century	\$214,730.75	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CONSULTANT - Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs.	African American Students	Measure N	\$38,000.00	5825		Comprehensive Student Supports	A1.3 A-G Completion
CONSULTANTS - Afterschool Program: Provide support during after-school program to recruit middle school families to Fremont and into Media and Architecture Academies; collaborate with Academy Directors to plan and support pathway celebrations and events with parents outside of the school day; provide translation support for pathway student-led conferences; facilitate learning experiences for parents around the benefits of pathways and linked learning programs.	English Learners	Measure N	\$12,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs
Student Support Mentor as an integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. Primary support for Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth) by helping students secure employment and basic needs, in addition to mentoring and academic support.	Low-Income Students	Measure N	\$20,215.00			Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
9th grade students targeted for extended learning opportunities through afterschool partner, Alternatives in Action, programming. 9th graders will continue to be supported in literacy intervention support, but the extended learning time will be expanded to other grade-levels as well with an explicit focus on credit recovery opportunities	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs

SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Fremont High School

School ID: 302

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
Senior Capstone Course - Offer six sections of Capstone course to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring.	African American Students					Rigorous Academics	A1.3 A-G Completion	302-1
Smaller class size in cohorted 10th grade world history classes across pathways (in Arch, Media, and NEST) to support explicit development of student writing and progress towards Capstone project competencies and CCSS (0.6 FTE, one additional sections in each pathway)	All Students					Rigorous Academics	A2.7 Class Size Reduction	302-2
Texts and materials for Media Academy and Architecture and Construction Academy dual-enrollment courses. Students can take series of courses to earn professional certifications and pre-apprenticeship certifications	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials	302-3
ELD teachers work to draft language development continuum to best support our English language learners across all content areas. Recently immigrated ELL's and long-term ELL's will be supported across other core content area classes (in addition to their ELD and ELA classes) after teachers collaborate together around supporting the English language development continuum in lessons, units, and projects	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners	302-4
Department teams receive dedicated collaboration period (in addition to prep period) to meet twice per week to collaborate as a department around analysis of course grades and needed revisions to department-wide grading practices and interventions; Department teams will also engage in peer observation and cycles of inquiry through lesson study - teachers will have dedicated time in their schedule to plan together, observe one another, provide feedback, and discuss department-wide lessons and pedagogy.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	302-5
10th grade world history teachers, 9-12th grade ELA teachers, senior Capstone teachers, and other content-area teachers collaborate to vertically align instruction, assignments, and to calibrate around student work products for all reading, writing, and research competencies aligned to the senior Capstone project. Vertical alignment will include pulling apart of rubrics and alignment to ELA Common Core State Standards for each aspect of the Senior Capstone project. Upon graduation all students are expected to demonstrate mastery of the capstone competencies through their senior project and defense. Vertical alignment will help ensure that all students have multiple opportunities to practice desired skills and get feedback from teachers and peers numerous times over the course of their 9th-12th grade education. Vertical alignment and multiple opportunities to develop skills will allow all students (including Special Ed, ELL, and historically under-performing students) to demonstrate proficiency in senior Capstone project and CCSS.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	302-6
Coordinate with resource teachers, SDC teachers, counselors, and core academic teachers to ensure all Special Education students are supported through master schedule, push-in, and pull-out supports to ensure all students remain on-track to graduation, are being pushed to their highest possible levels of achievement through intervention and IEP support plans.	Students with Disabilities					Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-7

Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment and advanced placement options; develop honors courses for 2019-2020 school year for 9th and 10th grade students to prepare them for success in AP courses and for more successful pass rate; GATE students should be able to graduate from Fremont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	All Students					Rigorous Academics	A1.3 A-G Completion	302-8
Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohort block schedule where they will receive academic and social-emotional guidance from teachers, advisors, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion	302-9
CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers	All Students					Work-Based Learning	A1.1 Pathway Programs	302-10
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Low-Income Students					Work-Based Learning	A5.2 Health and Wellness (Mental & Physical Health)	302-11
9th grade students targeted for extended learning opportunities through afterschool partner, Alternatives in Action, programming. 9th graders will continue to be supported in literacy intervention support, but the extended learning time will be expanded to other grade-levels as well with an explicit focus on credit recovery opportunities	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs	302-12
SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs	302-13
CONSULTANTS - Afterschool Program		21st Century	\$214,730.75	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-14
Provide Architecture Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Students	California Partnership Academy	\$17,492.62	1122	TCHR110054	Building the Conditions	A1.1 Pathway Programs	302-15
Provide Media Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Students	California Partnership Academy	\$18,823.89	1122	TCHR110062	Building the Conditions	A1.1 Pathway Programs	302-16
Surplus		California Partnership Academy	\$98,629.49	4399			n/a	302-17
Professional development for integrated curriculum design and feedback (i.e. pathway teams work together to develop at least one grade-level integrated project/unit per pathway and get feedback from collaborative teams, instructional coaches, students, and industry partners)	All Students	Central Resources				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	302-18

0.4 FTE for Art Teacher		Central Resources	\$31,116.00	1105	TCHR110161	Rigorous Academics	A1.3 A-G Completion	302-19
1.0 Teacher FTE for 9th grade intervention class for 9th graders reading far below grade level. Funded Centrally	Low-Performing Students	Central Resources	\$84,745.00	1105	TBD	Rigorous Academics	A3.2 Reading Intervention	302-20
Attendance Specialist		Central Resources	\$27,822.53	2205	SPECAT0038	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-21
College and Career Readiness specialist	All Students	Central Resources	\$64,837.86	2205	SPCACR0011	Comprehensive Student Supports	A1.3 A-G Completion	302-22
Case Manager (E. Dubois)		Central Resources	\$71,355.77	2205	CSEMGR0007	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-23
0.325 FTE Co-Principal -- Hire a dedicated administrator to manage the consolidation of the Mandela Pathway, oversee multiple pathways (Architecture and Media Pathways), while also working intensively with the 9th grade house, the NEST and SPED Programs to ensure students furthest from the sphere of success receive rigorous instruction that prepares them to engage with rigorous CTE/pathway content and have equitable access to pathway experiences once they matriculate into the pathway programs.	All Students	General Purpose Discretionary	\$61,661.68	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support	302-24
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	General Purpose Discretionary	\$12,383.70	2205		Comprehensive Student Supports	A1.3 A-G Completion	302-25
PE Attendant to supervise during PE classes and passing periods of ensure student safety and adherence to climate & culture expectations	All Students	General Purpose Discretionary	\$38,802.85	2205	PEATTN0024	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-26
PE Attendant to supervise during PE classes and passing periods of ensure student safety and adherence to climate & culture expectations	All Students	General Purpose Discretionary	\$40,447.10	2205	PEATTN0023	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-27
1.0 FTE bilingual clerk to support parent and student engagement as well as communication in student/family home language	English Learners	General Purpose Discretionary	\$48,955.77	2205	CLKBIL0043	Building the Conditions	A6.4 Parent/Guardian Volunteer Support	302-28
Supplies		General Purpose Discretionary	\$101,295.90	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	302-29
Surplus to be used for restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	General Purpose Discretionary	\$8,500.00	4399		Comprehensive Student Supports	A1.3 A-G Completion	302-30

WASC Yearly Membership Fee	All Students	General Purpose Discretionary	\$1,000.00	5300		Building the Conditions	A2.9 Targeted School Improvement Support	302-31
Equipment Maintenance Agreement	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A2.3 Standards-Aligned Learning Materials	302-32
Funds to mail report cards at each marking period and semester	All Students	General Purpose Discretionary	\$5,000.00	5724		Building the Conditions	A6.4 Parent/Guardian Volunteer Support	302-33
Testing: Advanced Placement testing fees for low-income students.	Low-Income Students	General Purpose Discretionary	\$6,000.00	5875		Rigorous Academics	A1.3 A-G Completion	302-34
PE Teacher		LCFF Concentration	\$15,069.03	1105	TCHR110086	Rigorous Academics	A1.3 A-G Completion	302-35
Mathematics teacher (Newcomer ELD Support Team)		LCFF Concentration	\$34,268.56	1105	TCHR110075	Rigorous Academics	A4.3 Newcomer Programs	302-36
Surplus		LCFF Concentration	\$662.41	4399			n/a	302-37
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	LCFF Supplemental	\$17,684.45	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs	302-38
Science teacher		LCFF Supplemental	\$40,065.01	1105	TCHR110046	Rigorous Academics	A1.3 A-G Completion	302-39
Mathematics teacher (Newcomer ELD Support Team)		LCFF Supplemental	\$40,228.30	1105	TCHR110075	Rigorous Academics	A4.3 Newcomer Programs	302-40
Inquiry Cycles Teacher Observations- STIP Sub	Low-Performing Students	LCFF Supplemental	\$45,286.40	1105	TCSTIP0478	Rigorous Academics	A3.2 Reading Intervention	302-41
0.6 FTE for Art Teacher		LCFF Supplemental	\$46,675.15	1105	TCHR110161	Rigorous Academics	A1.3 A-G Completion	302-42
PE Teacher		LCFF Supplemental	\$60,276.14	1105	TCHR110086	Rigorous Academics	A1.3 A-G Completion	302-43
Science teacher		LCFF Supplemental	\$65,378.72	1105	TCHR110144	Rigorous Academics	A1.3 A-G Completion	302-44
Science teacher		LCFF Supplemental	\$68,348.97	1105	TCHR110061	Rigorous Academics	A1.3 A-G Completion	302-45
Mathematics teacher (Newcomer ELD Support Team)		LCFF Supplemental	\$75,359.55	1105	TCHR110053	Rigorous Academics	A4.3 Newcomer Programs	302-46
Spanish teacher		LCFF Supplemental	\$80,219.90	1105	TCHR110076	Rigorous Academics	A1.3 A-G Completion	302-47
Teacher salary stipends		LCFF Supplemental	\$21,052.29	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	302-48
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	LCFF Supplemental	\$31,116.00	2205		Comprehensive Student Supports	A1.3 A-G Completion	302-49

Surplus		LCFF Supplemental	\$979.25	4399			n/a	302-50
Panels and presentations from students who have participated in school-year and summer internships	All Students	Measure N				Work-Based Learning	A2.2 Social Emotional Learning	302-51
Site Mock Interview Day and Career Fair logistics, materials and supplies	All Students	Measure N				Work-Based Learning	A1.1 Pathway Programs	302-52
Student Support Mentor as an integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. Primary support for Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth) by helping students secure employment and basic needs, in addition to mentoring and academic support.	Low-Income Students	Measure N	\$20,215.00			Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)	302-53
Hire CTE teacher for Architecture Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	Measure N	\$35,368.90	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs	302-54
Hire CTE teacher for Media Academy to teach Media CTE sequence; collaborating with core academic teachers around integrated projects	All Students	Measure N	\$73,147.46	1105	TCHR110064	Building the Conditions	A1.1 Pathway Programs	302-55
0.8 FTE Teacher - Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses.	English Learners	Measure N	\$75,820.25	1105	TCHR110058	Rigorous Academics	A4.3 Newcomer Programs	302-56
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	Measure N	\$88,422.25	1105	NH0-328	Building the Conditions	A1.1 Pathway Programs	302-57
Summer internship teacher/coordinator for work based learning career preparation and training experiences	All Students	Measure N	\$10,000.00	1120		Work-Based Learning	A1.1 Pathway Programs	302-58
Hire a pathway coach to support restructuring of pathways and lead effective pathway SLCs	All Students	Measure N	\$71,594.26	1305	CCCPWS9999	Building the Conditions	A1.1 Pathway Programs	302-59
0.675 FTE Co-Principal -- Hire a dedicated administrator to manage the consolidation of the Mandela Pathway, oversee multiple pathways (Architecture and Media Pathways), while also working intensively with the 9th grade house, the NEST and SPED Programs to ensure students furthest from the sphere of success receive rigorous instruction that prepares them to engage with rigorous CTE/pathway content and have equitable access to pathway experiences once they matriculate into the pathway programs.	All Students	Measure N	\$128,066.57	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support	302-60
Intensive case manager - employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	African American Students	Measure N	\$84,530.22	2205	STACOF9999	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	302-61
Supplies		Measure N	\$1,935.10	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	302-62

CONSULTANTS - Afterschool Program: Provide support during after-school program to recruit middle school families to Fremont and into Media and Architecture Academies; collaborate with Academy Directors to plan and support pathway celebrations and events with parents outside of the school day; provide translation support for pathway student-led conferences; facilitate learning experiences for parents around the benefits of pathways and linked learning programs.	English Learners	Measure N	\$12,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	302-63
Student summer internship stipends for work based learning career preparation and training experiences	Low-Income Students	Measure N	\$19,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	302-64
CONSULTANT - Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs.	African American Students	Measure N	\$38,000.00	5825		Comprehensive Student Supports	A1.3 A-G Completion	302-65
College & Career Pathway field trips	All Students	Measure N	\$10,000.00	5826		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	302-66
Literacy Acceleration- Stip Sub to provide small group instruction to 9th graders reading far below grade level.	Low-Performing Students	Title I: Basic	\$51,411.54	1105	NH0-477	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	302-67
1.0 TSA to serve as coordinator of NEST program	English Learners	Title I: Basic	\$120,233.17	1105	T11TSA0211	Building the Conditions	A4.1 English Learner Reclassification	302-68
Surplus		Title I: Basic	\$19,840.87	4399			n/a	302-69
Surplus		Title I: Parent Participation	\$4,709.43	4399			n/a	302-70

Title I School Parental Involvement Policy: 2017-18

Fremont High School
4610 Foothill Blvd.
Oakland CA 94601

Part 1. General Expectations: Involvement of Parents In the Title I Program

Fremont High agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Part2. Description of how the School will implement required School Parental Involvement Policy components Building Parent Capacity for Involvement

- 1) Fremont High will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 111S(b) of the ESEA:
 - Regular Announcements to students over the school intercom
 - Fremont High Parent Newsletter
 - OUSD Parent Signature of Parent Guide Book
 - Fremont High Handbook
 - Robocalls and Robotexts
- 2) Fremont High will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - School website
 - School Newsletter
 - Robocalls and Texts
 - Fliers
 - School Mailings

- 3) Fremont High will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
- 4) Annual Title I Meeting. Fremont High will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
- 5) Fremont High will provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
- 6) Fremont High will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Student Led Conferences
- 7) Fremont High will provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
- 8) Fremont High will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Fremont Handbook
 - School Announcements
- 9) Fremont High will submit to the district any parent comments if the school-wide plan under section (I. I. 1.4)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 Contact: Mr. Gabriel Valenzuela, Ombudsperson
 Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue, Oakland, CA 94606
 Email: Gabriel.Valenzuelo@ousd.k12.co.us

School-Home Compact

Fremont High has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and

parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) Fremont High will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - SSC (Collaborative School Site Council)
 - Parent Leader Partners
 - Fliers
 - The school's website
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
 - Report Cards
 - Conferences
 - Annual Title 1 Meeting
 - School Site Council
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - Parent Education events through coffee with the principal
 - 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
 - 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource

centers, that encourage and support parents in more fully participating in the education of their children by:

- Back to School Nights
- Coffee with Principal
- SSC

- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand.

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- Provide bilingual translation when needed and possible
- Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. Adoption

The policy was adopted by Fremont High School Site Council on February 8th, 2018 and will be in effect for 2017-2018 school year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. The Fremont High's notification to parent of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

x Rosary Kaur

Co-Principal

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2017-2018
School Site Council Membership Roster – High School

School Name: Fremont High School

Chairperson : Bill Delucchi
Vice Chairperson: Soyla Rivera
Secretary: Bree Rombi

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Rosemary Rivera	X				
Bree Rombi		X			
Laura Robinson		X			
Justin Plummer		X			
Stewart Douglas		X			
Bill Delucchi				X	
Soyla Rivera				X	
Balbina Lopez				X	
Nixon Diaz			X		
Ivan Rivera					X
Juan Malias					X
Cristy Gonzalez					X

Meeting Schedule (day/month/time)	Mondays / Monthly at 4:30
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SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and parent/community members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

AND

3-Parent /Community
3-Students